

bush 9 11 speech rhetorical analysis

Bush 9 11 Speech Rhetorical Analysis: Unpacking a Historic Address

bush 9 11 speech rhetorical analysis invites us to explore one of the most iconic and emotionally charged moments in American political oratory. On the evening of September 11, 2001, President George W. Bush addressed the nation in the wake of the devastating terrorist attacks that shattered the United States' sense of security. His speech not only sought to inform and console but also to unite a shaken population and set a determined tone for the country's response. Understanding the rhetorical strategies Bush employed offers valuable insight into how leaders use language to navigate crisis, inspire resilience, and shape public sentiment.

The Context and Importance of Bush's 9/11 Address

The context surrounding Bush's speech cannot be overstated. Just hours after the attacks on the World Trade Center and the Pentagon, the nation was plunged into shock, grief, and uncertainty. In moments like these, the power of public speech becomes paramount. Bush's address was broadcast live across every major network, reaching millions who were desperate for reassurance. As such, his rhetoric had to be carefully crafted to acknowledge the horror, honor victims, and rally collective strength.

This speech is often studied not only for its historical significance but also as a prime example of crisis communication. The rhetorical analysis of Bush's 9 11 speech reveals how language functions in moments of national trauma.

Rhetorical Appeals in Bush's 9 11 Speech

At the heart of any effective speech are the classical rhetorical appeals: ethos, pathos, and logos. Bush's address masterfully weaves these three elements to achieve a balanced and compelling message.

Ethos: Establishing Credibility and Leadership

Bush's role as the Commander-in-Chief automatically gives him authority, but he reinforces his leadership through measured tone and direct engagement with the audience. He begins by acknowledging the events with solemnity, showing respect and gravity. By doing so, he positions himself as a steady figure in a moment of chaos.

Additionally, Bush's references to shared American values and history build trust. By invoking patriotism and common identity, he strengthens his credibility as a leader who represents the people's interests and emotions.

Pathos: Connecting Emotionally with the Audience

Perhaps the most striking feature of Bush's 9 11 speech is its emotional resonance. He uses vivid imagery to describe the attacks and their aftermath, which brings the reality of the tragedy closer to listeners. Phrases like "evil, despicable acts of terror" evoke moral outrage and sorrow.

Bush also pays tribute to the victims, firefighters, and first responders, stirring feelings of gratitude and unity. His repeated use of "we" and "our" fosters a collective identity, making listeners feel part of a united community facing adversity together.

Logos: Logical Framing and Calls to Action

While emotion is central, Bush also incorporates clear reasoning to explain the events and outline the government's response. He identifies the perpetrators without ambiguity, labeling the attacks as acts of war. This logical framing helps justify forthcoming actions and policies.

Bush's speech doesn't simply dwell on the tragedy; it projects resolve. By stating that the United States will "make no distinction between the terrorists who committed these acts and those who harbor them," he sets a clear, strategic stance, appealing to the audience's rational desire for justice and security.

Use of Language and Style in the Speech

The choice of language and stylistic devices in Bush's 9/11 speech is crucial to its effectiveness. The president employs repetition, parallelism, and concise phrasing to emphasize key points and create rhythm.

Repetition and Parallelism

Repetition reinforces important ideas and helps anchor the speech in the listener's mind. For example, Bush reiterates the phrase "We will..." multiple times, underscoring determination and collective action. This rhetorical device also builds momentum, inspiring confidence that the nation will prevail.

Parallel structure is evident in sequences like "These acts shattered steel, but they cannot dent the steel of American resolve." The contrast between physical destruction and unbreakable spirit is both poetic and persuasive.

Simple and Direct Language

Given the urgency and gravity of the moment, Bush avoids overly complex language. His straightforward style ensures the message is accessible to a broad audience. This clarity enhances the speech's impact, making it feel genuine and heartfelt rather than scripted or distant.

Symbolism and Imagery

Bush's speech is peppered with symbolic references, such as "freedom itself was attacked." This elevates the event from a mere criminal act to an assault on core American principles, making the response a defense of liberty and democracy.

The imagery of "fire and ash" and "smoke" paints a vivid picture of destruction but also of a landscape that will be rebuilt. Such imagery appeals to the audience's senses and emotions, strengthening the speech's memorability.

How Bush's 9 11 Speech Shapes National Identity

Beyond immediate crisis communication, the speech plays a significant role in shaping American national identity post-9/11. It helped forge a narrative of resilience, unity, and moral clarity that defined the early 2000s.

Creating a Shared Sense of Purpose

Bush's repeated use of collective pronouns ("we," "our," "us") invites the audience into a shared experience. This inclusive language fosters solidarity among diverse groups, encouraging citizens to see themselves as part of a larger American family bound by common values.

Framing the Enemy and Allies

The speech draws clear lines between “good” and “evil,” casting terrorists as enemies not only of the U.S. but of the world’s peace and freedom. This dichotomy simplifies complex geopolitical realities into a moral struggle, making it easier for the public to rally behind government policies.

Emphasizing Patriotism and Duty

By honoring first responders and encouraging prayers for the victims, Bush taps into deeply ingrained cultural values such as sacrifice, heroism, and faith. These elements strengthen national pride and encourage civic engagement.

Lessons from Bush’s 9 11 Speech for Effective Crisis Communication

Analyzing the rhetorical elements of Bush’s address offers useful takeaways for anyone looking to communicate effectively during emergencies or crises.

- **Balance Emotion and Logic:** A successful crisis speech needs to acknowledge feelings while providing clear information and direction.
- **Use Inclusive Language:** Words that foster unity and shared identity help build communal strength and trust.
- **Be Clear and Concise:** Avoid jargon or complexity that can confuse or alienate the audience.

- **Invoke Shared Values:** Referencing cultural or national ideals can inspire action and resilience.
- **Express Empathy and Respect:** Recognizing suffering and loss humanizes the speaker and builds rapport.

The Enduring Impact of Bush's 9 11 Speech

More than two decades later, Bush's speech remains a powerful example of presidential rhetoric during crisis. It encapsulated the nation's grief, determination, and resolve, and set the tone for the post-9/11 era. For students of rhetoric, communication, and history, the speech offers a rich case study in how language shapes collective memory and national response.

In revisiting the speech, we see the profound role that well-crafted rhetoric plays not just in conveying information, but in healing and guiding a nation through its darkest hours. The blend of ethos, pathos, and logos, combined with thoughtful language and symbolism, made Bush's 9 11 address a defining moment in American political communication.

Frequently Asked Questions

What are the primary rhetorical strategies used by President Bush in his 9/11 speech?

President Bush primarily uses ethos to establish credibility and authority, pathos to evoke emotional responses of unity and resilience, and logos to logically address the events and the nation's response.

How does Bush use language to unify the American people in his 9/11 speech?

Bush employs inclusive language such as "we," "our country," and references to shared values and history to foster a sense of national unity and collective strength.

In what ways does President Bush appeal to pathos in his 9/11 speech?

He appeals to pathos by honoring the victims, expressing grief and resolve, and invoking a spirit of courage and patriotism to inspire hope and determination among listeners.

How does the structure of Bush's 9/11 speech contribute to its rhetorical effectiveness?

The speech is structured to first acknowledge the tragedy, then condemn the attacks, reassure the nation, and finally call for action, which guides the audience through a journey from sorrow to resolve.

What role does repetition play in Bush's 9/11 speech?

Repetition is used to emphasize key themes such as freedom, resilience, and justice, reinforcing the message and making it more memorable and impactful.

How does President Bush address the concept of justice and retaliation rhetorically in his 9/11 speech?

Bush uses strong, decisive language to assert that justice will be pursued, framing the response as morally justified and necessary, which serves to unify the audience behind the government's planned actions.

Additional Resources

Bush 9 11 Speech Rhetorical Analysis: A Study in Crisis Communication and Persuasion

bush 9 11 speech rhetorical analysis opens a window into one of the most pivotal moments in American history, when President George W. Bush addressed the nation in the immediate aftermath of the September 11, 2001 terrorist attacks. This speech is frequently examined not only for its historical significance but also for its rhetorical strategies that aimed to unite a grieving nation, articulate a clear stance against terrorism, and rally collective resolve. Analyzing this speech reveals how Bush employed ethos, pathos, and logos, alongside carefully crafted language and delivery techniques, to shape public perception and policy direction during a time of unprecedented national trauma.

The 9/11 address exemplifies how rhetoric functions in moments of crisis, serving both as a means of comfort and a call to action. This article delves into the speech's structure, language, and persuasive devices, exploring how these elements combined to create an impactful and enduring message. By contextualizing the speech within the political and emotional climate of 2001, this rhetorical analysis sheds light on why Bush's words resonated so deeply and how they influenced America's subsequent course.

Contextual Framework: Setting the Stage for a National Address

To fully appreciate the rhetorical nuances of Bush's 9/11 speech, it's essential to consider the immediate context. The attacks on the World Trade Center and the Pentagon occurred on a clear Tuesday morning, shocking an unprepared public and government alike. President Bush's address, delivered from the Oval Office just hours after the events unfolded, was crafted to respond to the collective shock, fear, and uncertainty permeating the nation.

The speech had dual objectives: first, to reassure Americans that their government was in control and

would respond decisively; second, to frame the attacks within a larger narrative of good versus evil. This dual aim influenced the rhetorical choices Bush made, balancing emotional appeal with authoritative assurance.

Ethos: Establishing Presidential Credibility and Moral Authority

One of the foundational strategies in the Bush 9/11 speech rhetorical analysis is the establishment of ethos, or credibility. President Bush positioned himself as a steady and resolute leader, embodying calm and confidence amid chaos. His measured tone and deliberate pacing contributed to a perception of control, crucial for maintaining public trust.

Bush's use of inclusive pronouns such as "we" and "our" fostered a sense of shared experience and collective identity. Additionally, references to American values like freedom and democracy served to align his administration with the moral high ground. By invoking national symbols and ideals, Bush reinforced his legitimacy as a leader acting not just politically but ethically.

Pathos: Emotional Appeals to Grief and Unity

Emotional resonance is a dominant feature of the 9/11 speech. Bush's rhetoric powerfully tapped into the public's grief, fear, and patriotism. Early in the speech, he acknowledged the pain and loss with phrases like "Today, our nation saw evil, the very worst of human nature." This acknowledgment validated the audience's emotional experience, fostering a connection between speaker and listeners.

Moreover, Bush employed imagery and metaphor to evoke emotional responses. Describing the attackers as "enemies of freedom" and "terrorists" constructed a clear antagonist, while honoring the victims and first responders elevated their sacrifice as part of a noble narrative. This emotional appeal was critical for uniting a diverse nation in a moment of vulnerability.

Logos: Logical Arguments and Justifications for Action

While pathos and ethos dominated, logos – the appeal to reason – was subtly woven throughout the speech. Bush outlined the facts as known at the time, detailing the attacks and framing them as acts of war against the United States. He explicitly conveyed the government’s commitment to identify and punish those responsible, setting the stage for subsequent military and policy actions.

The speech also contained implicit logical appeals by linking the attacks to broader threats against freedom and security. By framing terrorism as an ongoing global menace, Bush justified the need for a strong and sustained response. This use of logic helped to rationalize forthcoming domestic and foreign policy measures, including the initiation of the War on Terror.

Rhetorical Devices and Language Features

Beyond the classical appeals, Bush’s 9/11 speech leveraged specific rhetorical devices to enhance its impact and memorability.

Repetition and Parallelism

Repetition played a key role in reinforcing central themes. Phrases such as “We will not waver; we will not tire; we will not falter; and we will not fail” utilized parallel structure to emphasize resolve. This rhythmic repetition made the message more memorable and underscored the administration’s determination.

Antithesis and Contrast

Bush often employed antithesis to juxtapose good and evil, freedom and terror. For example,

contrasting “the worst of human nature” with “the best of America” created a moral dichotomy that simplified complex events into a battle of opposing forces. This contrast served to galvanize public sentiment and clarify the stakes involved.

Inclusive and Unifying Language

The speech’s frequent use of collective pronouns and references to shared values helped foster national unity. Phrases like “a great people has been moved to defend a great nation” positioned the audience as active participants in the country’s response, rather than passive observers.

Imagery and Symbolism

Bush’s speech utilized vivid imagery—such as “fire and ash” and “the fires burn and the smoke drifts”—to paint a stark picture of devastation. These images helped listeners visualize the tragedy, making the speech more immediate and emotionally potent.

Delivery and Its Role in Rhetorical Effectiveness

The rhetorical power of Bush’s 9/11 speech is also inseparable from its delivery. Broadcast live from the Oval Office, Bush’s calm demeanor and measured speech contrasted sharply with the chaotic news coverage of the attacks. His steady gaze and controlled voice conveyed reassurance.

Scholars of political communication note that this delivery style bolstered ethos, as audiences often gauge credibility through nonverbal cues. The absence of overt emotion or panic enhanced the perception of presidential strength, which was crucial for national morale.

Comparative Perspective: Bush's 9/11 Speech Among Crisis Addresses

When compared to other historic crisis speeches, such as Franklin D. Roosevelt's "Day of Infamy" or John F. Kennedy's Cuban Missile Crisis address, Bush's 9/11 speech shares similar rhetorical patterns: immediate acknowledgment of tragedy, establishment of moral clarity, and a call for unity and action.

However, Bush's address is distinct in its emphasis on a global threat and the framing of terrorism as a new kind of warfare. This shift influenced not only rhetoric but also policy, marking a transition into a sustained international conflict.

Impact and Legacy of the Speech's Rhetoric

The rhetorical effectiveness of Bush's 9/11 speech contributed significantly to its enduring place in American political discourse. It helped forge a collective national identity in the wake of tragedy and justified expansive government measures aimed at security and counterterrorism.

Yet, some critics argue that the speech's framing also fueled polarization and fear, setting the stage for controversial policies. This dual legacy underscores the power and responsibility inherent in presidential rhetoric during crises.

By unpacking the layers of ethos, pathos, logos, and rhetorical devices, the Bush 9/11 speech rhetorical analysis reveals the intricate craftsmanship behind a speech that sought to comfort, persuade, and mobilize a nation confronting profound uncertainty. Its lessons remain relevant for understanding leadership communication in times of crisis today.

Bush 9 11 Speech Rhetorical Analysis

bush 9 11 speech rhetorical analysis: *Understanding Rhetoric* Eamon M. Cunningham, 2020-01-01 *Understanding Rhetoric: A Guide to Critical Reading and Argumentation* is a composition textbook that outlines three essential skills – rhetoric, argument, and source-based writing – geared towards newcomers and advanced students alike. Though comprehensive in its coverage, the book's focus is a simple one: how to move beyond a gut reaction while reading to an articulation of what is effective and what is not, while explicitly answering the most important question of Why? This text gets at this central concern in two fundamental ways. First, the text teaches composition as a cumulative process, coaching you how to question, challenge, and expand on not just the readings you hold in your hands, but also how to interrogate the internal processes of writing and thinking. The book's blend of composition methods detail the cross-point of product and process to turn reading and writing from a matter of coming up with answers to questions to learning what type of questions need to be asked in the first place. The right questions, the text argues, are fundamentally rhetorical in nature. Second, the content of the practice-based chapters is framed into a larger mesh of intellectual history to show how the writing and thinking you are doing today is continuous with a long history of writing instruction that goes back to the ancient world. This book provides equal representation from classical and contemporary theory with the recognition that theory cannot be fully grasped without practice, and practice cannot be fully understood without its theoretical antecedent. After all, you can't write outside the box until you know where the box is and what it looks like.

bush 9 11 speech rhetorical analysis: *Communicating Terror* Joseph S. Tuman, 2010 Concise yet comprehensive, this up-to-date text examines how acts of terrorism create rhetorical acts: What messages, persuasive meanings, symbols, do acts of terrorism generate and communicate to the world at large? These rhetorical components include definitions and labels, symbolism in terrorism, public oratory about terrorism, and the relationship between terror and media. This unique communication perspective (vs. political science/criminal justice approach) shows how the rhetoric of terrorism is truly a war of words, symbols, and meanings.

bush 9 11 speech rhetorical analysis: *Penn Statements, Vol. 41* Javiera Morales-Reyes, Elizabeth Brady, 2022-07-01 *Penn Statements Volume 41* collects student compositions from the Program in Writing and Rhetoric in the Department of English at The Pennsylvania State University for use in English 15, Rhetoric and Composition courses at Penn State.

bush 9 11 speech rhetorical analysis: *A Teacher's Guide to Curriculum Design for Gifted and Advanced Learners* Tamra Stambaugh, Emily Mofield, 2022-05-17 *A Teacher's Guide to Curriculum Design for Gifted and Advanced Learners* provides educators with models and strategies they can easily use to create appropriately complex differentiated lessons, questions, tasks, and projects. This must-have resource for both gifted and regular education teachers: Includes specific thinking models for teaching English language arts, social studies, and STEM. Is ideal for teachers who are looking for ways to differentiate and design lessons for their highest achieving students. Provides multiple examples of how to embed complexity within standards-based lessons. Highlights units and models from Vanderbilt University's Programs for Talented Youth curriculum. Helps teachers provide the necessary challenge for advanced learners to thrive. The models have been vetted by content experts in the relevant disciplines and were designed to guide students to develop expertise within a discipline. Definitions of widely used terms, such as depth, complexity, and abstractness, are explained and linked to models within specific content areas to support common understanding and application of schoolwide differentiation strategies.

bush 9 11 speech rhetorical analysis: *Securing Africa* Malinda S. Smith, 2016-04-01 This meticulously researched, forcibly argued and accessibly written collection explores the many and complex ways in which Africa has been implicated in the discourses and politics of September 11, 2001. Written by key scholars based in leading institutions in Canada, the United States, the Middle

East and Africa, the volume interrogates the impact of post-9/11 politics on Africa from many disciplinary perspectives, including political science, sociology, history, anthropology, religious studies and cultural studies. The essays analyze the impact of 9/11 and the 'war on terror' on political dissent and academic freedom; the contentious vocabulary of crusades, clash of civilizations, barbarism and 'Islamofascism'; alternative genealogies of local and global terrorism; extraordinary renditions to black sites and torture; human rights and insecurities; collapsed states and the development-security merger; and anti-terrorism policies from George W. Bush to Barack Obama. This is a much-needed meditation on historical and contemporary discourses on terrorism.

bush 9 11 speech rhetorical analysis: Ideological Battlegrounds – Constructions of Us and Them Before and After 9/11 Anna Gonerko-Frej, Joanna Witkowska, Uwe Zagratzki, 2017-01-06 Volume 2 of Ideological Battlegrounds – Constructions of Us and Them Before and After 9/11 continues and complements the discussion of the event undertaken in the first part of the two-volume publication (2014). This time, the focus is put on language and discourse. The contributions here volume explore the construction of “Us” and “Them” in a variety of pre- and post-9/11 texts, mainly from the perspectives of (political) discourse analysis and translation studies. The book shows how language in use reflects and retells the tragic event and how it (re-)constructs its actors, bringing us closer to understanding the roots and long-term consequences of 9/11. The volume is by no means exhaustive of the topic, but demonstrates its complexity and continuing relevance for today’s world.

bush 9 11 speech rhetorical analysis: Power, Discourse and Victimage Ritual in the War on Terror Michael Blain, 2016-04-08 Blending concepts from 'dramatism' such as 'victimage ritual' with Foucault's approach to modern power and knowledge regimes, this book presents a novel and illuminating perspective on political power and domination resulting from the global war on terrorism. With attention to media sources and political discourse within the context of the global war on terror, the author draws attention to the manner in which power elites construct scapegoats by way of a victimage ritual, thus providing themselves with a political pretext for extending their power and authority over new territories and populations, as well as legitimating an intensification of domestic surveillance and social control. A compelling analysis of ritual rhetoric and political violence, Power, Discourse and Victimage Ritual in the War on Terror will be of interest to sociologists, political theorists and scholars of media and communication concerned with questions of surveillance and social control, political communication, hegemony, foreign policy and the war on terror.

bush 9 11 speech rhetorical analysis: Making Sense of Messages Mark Stoner, Sally J. Perkins, 2015-10-16 Using a developmental approach to the process of criticism, Making Sense of Messages serves as an introduction to rhetorical criticism for communication majors. The text employs models of criticism to offer pointed and reflective commentary on the thinking process used to apply theory to a message. This developmental/apprenticeship approach helps students understand the thinking process behind critical analysis and aids in critical writing.

bush 9 11 speech rhetorical analysis: The Cultural Politics of Post-9/11 American Sport Michael Silk, 2013-06-17 Much of the writing on the post-9/11 period in the United States has focused on the role of official Government rhetoric about 9/11. Those who have focused on the news media have suggested that they played a key role in (re)defining the nation, allowing the citizenry to come to terms with 9/11, in providing ‘official’ understandings and interpretations of the event, and setting the terms for a geo-political-military response (the war on terror). However, strikingly absent from post-9/11 writing has been discussion on the role of sport in this moment. This text provides the first, book-length account, of the ways in which the sport media, in conjunction with a number of interested parties – sporting, state, corporate, philanthropic and military – operated with a seeming collective affinity to conjure up nation, to define nation and its citizenry, and, to demonize others. Through analysis of a variety of cultural products – film, children’s baseball, the Super Bowl, the Olympics, reality television – the book reveals how, in the post-9/11 moment, the sporting popular operated as a powerful and highly visible pedagogic weapon in the armory of the Bush

Administration, operating to define ways of being American and thus occlude other ways of being.

bush 9 11 speech rhetorical analysis: War on Terror - How Discourse changed after 9/11 Antje Holtmann, 2013-04-08 Seminar paper from the year 2010 in the subject English Language and Literature Studies - Other, grade: 1,7, Ernst Moritz Arndt University of Greifswald (Anglistik), course: Discourse Analysis, language: English, abstract: [...] The discourse he (re)started, continued or resumed on “shaped public discussion and debate surrounding terrorism worldwide”. '9/11' has become a term everybody understands “in its conventional sense, as a realm of creative expression” as Daniel J. Sherman and Terry Nardin point out in their book *Terror, Culture, Politics: Rethinking 9/11*. Also Shana Kushner and Amy Gershkoff say that '9/11' has become an “ideograph in the sense that the historical event represents an attack on the beliefs, values, attitudes and “way of life” within the United States”. Not only in the English language '9/11' has become a “dictum” but in many others, too. In this term paper I want to take a closer look on the speech President Bush delivered on September 20, 2001 as State of the Union Address to a joint session of Congress. In my analysis I will go through the speech step by step in order to figure out the main points Bush is making. From there I want to continue with its effects and influence on the discourse about 'war on terror'. I am mainly referring to Norman Fairclough and his interpretations in *Language and Globalization* and also to Kevin Coe et al. and their study *No Shades of Gray*. With the help of these publications I want to emphasize the impact and the aftermath of Bush's discourse as well in media as in society.

bush 9 11 speech rhetorical analysis: The Dynamics of Interconnections in Popular Culture(s) Ray B. Browne, Ben Urish, 2014-03-26 *The Dynamics of Interconnections in Popular Culture(s)* is an eclectic and free-ranging collection of articles grounded in a combination of the social sciences with the populist humanities. The collection is further unified by an approach that considers changes and linkages within and between cultural systems as evidenced through their respective popular cultures. The key underlying assumption is that our collective popular expressions create an arena of global cultural exchange, further precipitating new cultural adaptations, expressions, and connections. The volume is divided into two sections. The first consists of articles investigating theoretical and methodological approaches to the dynamics of history and cultural changes. These include cultural anthropology, history, economics, and sociology. The second section is made up of explorations into a myriad of cultural practices and expressions that exemplify not only the wide diversity of popular cultures and their workings, but also the interconnections between and within those cultural systems. A wide variety of specific case studies are presented to evidence and support the more general points made in the previous section. The collection demonstrates that the everyday lives of ordinary people, while varying from culture to culture, are unified through their expressions of shared humanity. Foreword by Gary Hoppenstand.

bush 9 11 speech rhetorical analysis: Resources in Education , 1986

bush 9 11 speech rhetorical analysis: Deliberative Rhetoric Christian Kock, 2017-11-09 Christian Kock's essays show the essential interconnectedness of practical reasoning, rhetoric and deliberative democracy. They constitute a unique contribution to argumentation theory that draws on - and criticizes - the work of philosophers, rhetoricians, political scientists and other argumentation theorists. It puts rhetoric in the service of modern democracies by drawing attention to the obligations of politicians to articulate arguments and objections that citizens can weigh against each other in their deliberations about possible courses of action.

bush 9 11 speech rhetorical analysis: Rhetorical Criticism Jim A. Kuypers, 2021-07-19 Covering a broad range of rhetorical perspectives, *Rhetorical Criticism: Perspectives in Action*, third edition presents a well-grounded introduction to the basics of rhetorical criticism and theory in an accessible manner for advanced undergraduate courses and introductory graduate courses. Throughout the text, sample essays written by noted experts in the field provide students with models for writing their own criticisms. In addition to covering traditional modes of rhetorical criticism, the book introduces less commonly discussed rhetorical perspectives as well as orientations toward performing criticisms including close-textual analysis, critical approaches, and

analysis of visual and digital rhetoric. The third edition includes the following features: New chapters on visual rhetoric and digital rhetoric Potentials and Pitfalls sections analyzing individual perspectives Activities and discussion questions in each chapter Glossary of important terms

bush 9 11 speech rhetorical analysis: Narrative(s) in Conflict Wolfgang Müller-Funk, Clemens Ruthner, 2017-11-07 Narrative/s in Conflict presents the proceedings of an international workshop, held at the Trinity Long Room Hub Dublin in 2013, to a wider audience. This was a cross-disciplinary cooperation between the comparative research network 'Broken Narratives' (University of Vienna), the research strand 'Identities in Transformation' (Trinity College Dublin) and the Graduate Center for the Study of Culture at the University of Giessen. What has brought this informal network together is its credo that theories of narrative should be regarded as an integral part of cultural analysis. Choosing exemplary case studies from early Habsburg days up to the wars and genocides of the 20th century and the post-9/11 'War on terror', our volume tries to analyze the relation between representation and conflict, i.e. between narrative constructions, social/historical processes, and cultural agon. Here it is crucial to state that narratives do not simply and passively 'mirror' conflicts as the conventional 'realistic' paradigm suggests; they rather provide a symbolic, sense-making matrix, and even a performative dimension. It even can be said that in many cases, narratives make conflicts.

bush 9 11 speech rhetorical analysis: The Prospect of Presidential Rhetoric James Arnt Aune, Martin J. Medhurst, 2008 Culminating a decade of conferences that have explored presidential speech, *The Prospect of Presidential Rhetoric* assesses progress and suggests directions for both the practice of presidential speech and its study. In Part One, following an analytic review of the field by Martin Medhurst, contributors address the state of the art in their own areas of expertise. Roderick P. Hart then summarizes their work in the course of his rebuttal of an argument made by political scientist George Edwards: that presidential rhetoric lacks political impact. Part Two of the volume consists of the forward-looking reports of six task forces, comprising more than forty scholars, charged with outlining the likely future course of presidential rhetoric, as well as the major questions scholars should ask about it and the tools at their disposal. *The Prospect of Presidential Rhetoric* will serve as a pivotal work for students and scholars of public discourse and the presidency who seek to understand the shifting landscape of American political leadership.

bush 9 11 speech rhetorical analysis: Our Faith in Evil Gregory Desilet, 2005-11-09 Is violence in American cinema a reflection of life? Or does life imitate the violence people see in cinema? One of the pressing questions in today's society is whether fictional portrayals of violence have social or psychological consequences. Studies have concluded with both "yes" and "no" verdicts. Is America a culture of violence? Why does violence, horror and melodrama appeal to people? This book explores these issues with primary focus on entertainment, especially film, through lenses of the media, the consumer, and the cultural backdrop. The film *A Clockwork Orange* allegedly spawned so much violence in the United Kingdom that director Stanley Kubrick was rumored to have fled with his family to avoid a death threat. From that classic case, the author takes readers through a study of media and violence that examines the structure of horror, the origin and nature of evil, the Greek mythic tradition, melodrama and catharsis, fairy tales, comic books, video games and real horror. In part two the author offers case studies in several genres: westerns, multi-melodrama (*The Silence of the Lambs*), slasher films, psycho drama, serials such as *Star Wars* and *Harry Potter*, apocalyptic melodrama, modern and postmodern noir, creature features and religious melodrama. In-text citations are included, and two notes expand on a couple of issues in the text—the perspectives of Plato and Aristotle on the effects of tragic drama, and discussion of differences of opinion relating to methodological approach.

bush 9 11 speech rhetorical analysis: Language in Politics Miriam Dauben, 2011-12-05 Studienarbeit aus dem Jahr 2011 im Fachbereich Anglistik - Linguistik, Rheinisch-Westfälische Technische Hochschule Aachen, Sprache: Deutsch, Abstract: "Presidential power is the power to persuade." (Neustadt 1980, 10) This is a sentence I came across during my research for this term paper. Even if the statement can be proved by many historical examples, like e.g. the Nazism, it does

not explain how the persuasiveness of words works and can be achieved. How can words be used to persuade the audience and therefore be used in a supportive sense for the interests of the speaker? To what extent can political language be seductive and how can a speaker use language to seduce its audience or from the other perspective how can the audience be aware of the real intentions behind such a seductive speech? Within this term paper I will analyse speeches of Bush (9/11 speeches) and Obama (speech concerning death of Osama bin Laden).

bush 9 11 speech rhetorical analysis: Critical Reading Across the Curriculum, Volume 1 Robert DiYanni, Anton Borst, 2017-02-08 Powerful strategies, tools, and techniques for educators teaching students critical reading skills in the humanities. Every educator understands the importance of teaching students how to read critically. Even the best teachers, however, find it challenging to translate their own learned critical reading practices into explicit strategies for their students. Critical Reading Across the Curriculum: Humanities, Volume 1 presents exceptional insight into what educators require to facilitate critical and creative thinking skills. Written by scholar-educators from across the humanities, each of the thirteen essays in this volume describes strategies educators have successfully executed to develop critical reading skills in students studying the humanities. These include ways to help students: focus actively re-read and reflect, to re-think, and re-consider understand the close relationship between reading and writing become cognizant of the critical importance of context in critical reading and of making contextual connections learn to ask the right questions in critical reading and reasoning appreciate reading as dialogue, debate, and engaged conversation In addition, teachers will find an abundance of innovative exercises and activities encouraging students to practice their critical reading skills. These can easily be adapted for and applied across many disciplines and course curricula in the humanities. The lifelong benefits of strong critical reading skills are undeniable. Students with properly developed critical reading skills are confident learners with an enriched understanding of the world around them. They advance academically and are prepared for college success. This book arms educators (librarians, high school teachers, university lecturers, and beyond) with the tools to teach a most paramount lesson.

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